



# Maximizing Your Instruction to be the B.E.S.T. Grades K-5

## Just Read, Florida! Session 1



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## Objectives

- Establish a common understanding for the B.E.S.T. ELA benchmark demands
- Engage in an activity using the Criteria for Aligning Instruction Centered Around the B.E.S.T. Benchmark Demands



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# Building Knowledge

## **B.E.S.T. English Language Arts (ELA) Benchmark Demands**

## Benchmarks

“The benchmarks for the standards are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations. If skills are not mastered, students will be given instruction and practice opportunities to address skill gaps from previous grades.”

B.E.S.T. ELA Standards

## Benchmark Demands

- Grade-Level Benchmark
- Benchmark Clarifications
- Vertical Progression
- Appendices
- Glossary

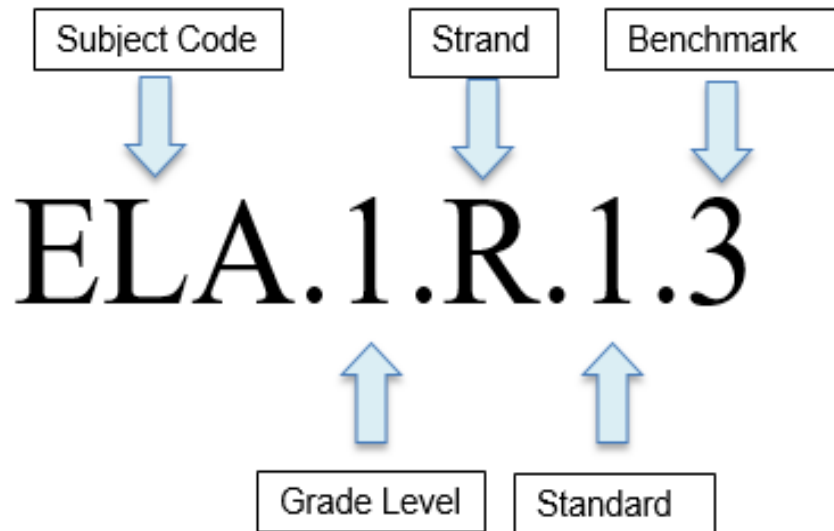
# B.E.S.T. ELA Standards, Page 10

Standards Map

Strand	Standard	Benchmark	Code	
Foundations (F)	Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1	
		Phonological Awareness	F.1.2	
		Phonics and Word Analysis	F.1.3	
		Fluency	F.1.4	
	Applying Foundational Reading Skills for Secondary Students Needing Reading Interventions	Phonological Awareness	F.2.1	
		Phonics	F.2.2	
		Encoding	F.2.3	
		Fluency	F.2.4	
Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1	
		Theme	R.1.2	
		Perspective and Point of View	R.1.3	
		Poetry	R.1.4	
	Reading Informational Text	Structure	R.2.1	
		Central Idea	R.2.2	
		Purpose and Perspective	R.2.3	
		Argument	R.2.4	
	Reading Across Genres	Interpreting Figurative Language	R.3.1	
		Paraphrasing and Summarizing	R.3.2	
		Comparative Reading	R.3.3	
		Understanding Rhetoric	R.3.4	
	Communication (C)	Communicating Through Writing	Handwriting	C.1.1
			Narrative Writing	C.1.2
Argumentative Writing			C.1.3	
Expository Writing			C.1.4	
Improving Writing			C.1.5	
Communicating Orally		Oral Presentation	C.2.1	
Following Conventions		Conventions	C.3.1	
Researching		Researching and Using Information	C.4.1	
Creating and Collaborating		Multimedia	C.5.1	
		Technology in Communication	C.5.2	
Vocabulary (V)	Finding Meaning	Academic Vocabulary	V.1.1	
		Morphology	V.1.2	
		Context and Connotation	V.1.3	

# ELA Coding Scheme

*Coding Scheme*



Strands:

F	Foundations
R	Reading
C	Communication
V	Vocabulary
EE	ELA Expectations



## ELA Expectations

ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.



# Benchmarks & Clarifications Together

## ***ELA.4.R.3 Reading Across Genres***

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### *Interpreting Figurative Language*

ELA.4.R.3.1: Explain how figurative language contributes to meaning in text(s).

#### Benchmark Clarifications:

*Clarification 1:* Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction.

*Clarification 2:* See [Elementary Figurative Language](#).

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### *Paraphrasing and Summarizing*

ELA.4.R.3.2: Summarize a text to enhance comprehension.

- a. Include plot and theme for a literary text.
- b. Include the central idea and relevant details for an informational text.

#### Benchmark Clarifications:

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

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### *Comparative Reading*

ELA.4.R.3.3: Compare and contrast accounts of the same event using primary and/or secondary sources.

#### Benchmark Clarifications:

*Clarification 1:* Introduce the terms “primary sources” and “secondary sources.”

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# Appendices



## Sample From Conventions Progression

Conventions Progression by Grade Level

Standard Introduction Level	Symbol
The skill has not been introduced.	
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize the days of the week, the months of the year, and the pronoun I.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Form regular plural nouns orally by adding /s/ or /es/.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Use interrogatives to ask questions.	I, M	R	R	R	R	R	R	R	R	R	R	R	R

## Sample from Narrative Techniques Chart

<u>Technique</u>	<u>Descriptor</u>	<u>Note</u>
Description	The details a writer uses to convey a message or develop literary elements	Description includes (but is not limited to) sensory details, literal and figurative language.
Dialogue	A conversation between two or more characters	Dialogue can be used for multiple purposes including the advancement a plot or development a character.
Flashback	A writing technique used to alter time in order to convey a past event or significant occurrence	While many instances of flashback are incorporated overtly, some uses are more subtle, requiring inferential readership.
Foreshadowing	A writing technique used to subtly suggest or indicate something ahead of time in a text	Foreshadowing is commonly used to create suspense and/or advance the plot of a story.

# Benchmarks, Clarifications & Appendices Together

*Interpreting Figurative Language*

ELA.4.R.3.1: Explain how figurative language contributes to meaning in text(s).

Benchmark Clarifications:

*Clarification 1:* Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction.

*Clarification 2:* See *Elementary Figurative Language*.

## Figurative Language

### Elementary Figurative Language

<i><b>Figurative Language</b></i>	<i><b>Description</b></i>	<i><b>Example</b></i>
alliteration	The repetition of usually initial consonant sounds in two or more neighboring words or syllables	Peter Piper picked peppers.
hyperbole	Exaggerated statements or claims not meant to be taken literally	This backpack weighs a ton.
idiom	An expression that cannot be understood from the meanings of its separate words but must be learned as a whole	Break a leg!
imagery	Writing about objects, actions, and ideas in such a way that it appeals to our five physical senses	The fresh and juicy orange is very cold and sweet.
metaphor	A word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar	They have a heart of gold.
onomatopoeia	The forming of a word (as “buzz” or “hiss”) in imitation of a natural sound	Bam, whirl, thump, boom
personification	Representing a thing or idea as a person in art, literature	The cupcake is calling my name.
simile	A comparison of two unlike things, often introduced by like or as	The explanation was clear as mud.

# Consistent Vocabulary Throughout

<b>R.2.2 Central Idea</b>	
ELA.12.R.2.2	Evaluate how an author develops the central idea(s), identifying <b>how the author could make the support more effective</b> .
ELA.11.R.2.2	Analyze the central idea(s) <b>of speeches and essays from the Classical Period</b> .
ELA.10.R.2.2	Analyze the central idea(s) of <b>historical American speeches and essays</b> .
ELA.9.R.2.2	<b>Evaluate</b> the support an author uses to develop the central idea(s) throughout a text.
ELA.8.R.2.2	<b>Analyze</b> two or more central ideas and their development throughout a text.
ELA.7.R.2.2	<b>Compare two or more</b> central ideas and their development throughout a text.
ELA.6.R.2.2	<b>Analyze</b> the central idea(s), implied or explicit, <b>and its development throughout</b> a text.
ELA.5.R.2.2	Explain how relevant details support the <b>central idea(s)</b> , implied or explicit.
ELA.4.R.2.2	<b>Explain</b> how relevant details support the central idea, <b>implied or explicit</b> .
ELA.3.R.2.2	Identify the central idea and <b>explain how</b> relevant details <b>support that idea</b> in a text.
ELA.2.R.2.2	Identify the <b>central idea</b> and relevant details in a text.
ELA.1.R.2.2	Identify the topic of and <b>relevant</b> details in a text.
ELA.K.R.2.2	<b>Identify the topic of and multiple details in a text</b> .

## *Reading Across Genres*

<b>R.3.1 Figurative Language</b>	
ELA.12.R.3.1	<b>Evaluate</b> an author's use of figurative language.
ELA.11.R.3.1	Analyze <b>the author's use of</b> figurative language and explain examples of <b>allegory</b> .
ELA.10.R.3.1	Analyze how figurative language creates mood in text(s).
ELA.9.R.3.1	Explain how figurative language <b>creates mood</b> in text(s).
ELA.8.R.3.1	Analyze how figurative language contributes to meaning and explain examples of <b>symbolism</b> in text(s).
ELA.7.R.3.1	Analyze how figurative language contributes to tone and meaning and explain <b>examples of allusions</b> in text(s).
ELA.6.R.3.1	Explain <b>how figurative language contributes to tone and meaning</b> in text(s).
ELA.5.R.3.1	<b>Analyze</b> how figurative language contributes to meaning in text(s).
ELA.4.R.3.1	Explain <b>how figurative language contributes to meaning</b> in text(s).
ELA.3.R.3.1	Identify and explain <b>metaphors, personification, and hyperbole</b> in text(s).
ELA.2.R.3.1	Identify and explain <b>similes, idioms, and alliteration</b> in text(s).
ELA.1.R.3.1	Identify and explain descriptive words <b>and phrases</b> in text(s).
ELA.K.R.3.1	<b>Identify and explain descriptive words in text(s)</b> .



## Vertical Progression Considerations

- Use the benchmark progressions to support vertical planning within a district or school
- Spiral instruction using the benchmark progressions for students who need scaffolds and remediation
- Understand the benchmark progressions are snapshots and the benchmark clarifications must be used during instructional planning



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# Pedagogy

## How the Benchmark Demands are Taught

## Explicit Instruction

1. Teacher Models and Explains
2. Teacher provides Guided Practice
  - Students practice what the teacher modeled and the teacher provides prompts and feedback
3. Teacher provides Supported Application
  - Students apply the skill as the teacher scaffolds instruction
4. Independent Practice

“Explicit Instruction: Effective and Efficient Teaching” by Anita Archer  
<https://explicitinstruction.org>

## Systematic Instruction

A planned sequence that includes a **logical progression** of content, concepts and skills, from simple to complex, with cumulative teaching/review and practice to enable learners to achieve learning goals.

*(Practice Profile, page 3)*







## Scaffolded Instruction

Scaffolded instruction is the intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. **It is temporary support matched to the current understanding or skill level of learners.** The intent is to provide a decreasing level of support until learners are empowered to perform independently. *(Practice Profile, page 4)*



## Differentiated Instruction

Differentiated instruction means **adapting instruction** in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals.

*(Practice Profile, page 6)*





# Many Strands Are Woven into Skilled Reading

## Language Comprehension

### Background Knowledge

facts, concepts, etc.

### Vocabulary

breadth, precision, links, etc.

### Language Structures

syntax, semantics, etc.

### Verbal Reasoning

inference, metaphor, etc.

### Literacy Knowledge

print concepts, genres, etc.

## Word Recognition

### Phonological Awareness

syllables, phonemes, etc.

### Decoding

alphabetic principle, spelling-sound correspondence

### Sight Recognition

of familiar words

*increasingly strategic*

*increasingly automatic*

## Skilled Reading

Fluent execution and coordination of  
language comprehension and  
word recognition

*Figure 1.9 Reading Rope  
(Scarborough, 2001)*



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# Application Activity



# Criteria

## Criteria for Aligning Instruction Centered Around the B.E.S.T. ELA Benchmark Demands: Grades K-12

What	Description	Evidence of This Demand
<b>Evidence of Vertical Progression</b>	Students required to build upon previously learned benchmarks from earlier grades	
<b>Evidence of Clarifications</b>	Clarifying information that cannot be determined from the benchmark alone	
<b>Evidence of Appendix Pages</b>	Additional resources to support the grade level benchmarks ( <i>B.E.S.T. ELA pages 147-219</i> )	
<b>Evidence of Stacked Benchmarks</b>	A coordinated set of benchmarks and ELA expectations intentionally organized to support a lesson	
<b>Evidence of the 6 ELA Expectations</b>	Overarching skills that run through every component of ELA <u>that students</u> should be using throughout the strands	
<b>Explicit Instruction</b>	Intentional teaching with clear and direct presentations of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills (e.g., gradual release model) ( <i>Practice Profile, p. 2</i> )	
<b>Systematic Instruction</b>	A planned sequence that includes a logical progression of content, <u>concepts</u> and skills, from simple to complex, with cumulative teaching/review and practice to enable learners to achieve learning goals ( <i>Practice Profile, p. 3</i> )	
<b>Scaffolded Instruction</b>	Intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support; temporary support matched to the current understanding or skill level of learners; intent is to provide a decreasing level of support until learners are empowered to perform independently ( <i>Practice Profile, p. 4</i> )	
<b>Differentiated Instruction</b>	Adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals ( <i>Practice Profile, p. 6</i> )	
<b>Additional Considerations:</b>		



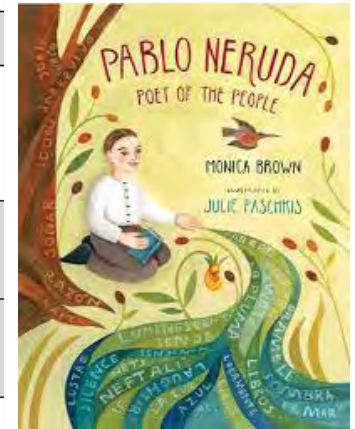
## Criteria

- **First Read Through:** Skim read to get an initial impression of the criteria
- **Second Read:** Annotate/highlight elements you feel are vital to the lesson
- **Add On:** Other considerations you would like to add to the criteria

# Let's Closely Examine a Lesson Together

## Grade 3: *Pablo Neruda: Poet of the People*

Purpose of Stack	Text(s)
This text is rich in figurative language which enhances the character development in the story. The theme in this story can easily be paired with other texts to include poetry.	<i>Pablo Neruda: Poet of the People</i> by Monica Brown
<p><b>Text: <i>Pablo Neruda: Poet of the People</i></b>            Estimated Timeframe: 3-4 days            Note: The estimated timeframe may vary based on instructional routines and student needs.</p>	
Objectives	Benchmarks/ELA Expectations
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>explain how Neftali develops throughout the plot of the story;</li> <li>identify a theme and explain how it develops using details;</li> <li>identify and explain how the author uses language to further enhance the story;</li> <li>write opinions about a text including reasons supported by details; and</li> <li>practice fluently reading grade level text using the fluency rubric from Appendix E.</li> </ul>	<p><b>Spotlight(s)</b>  <b>ELA.3.R.1.1:</b> Explain how one or more characters develop throughout the plot in a literary text.  <b>ELA.3.R.1.2:</b> Explain a theme and how it develops, using details, in a literary text.  <b>ELA.3.R.3.1:</b> Identify and explain metaphors, personification and hyperbole in text(s).  <b>ELA.3.C.1.3:</b> Write opinions about a topic or text. Include reasons supported by details from one or more sources, use transitions and provide a conclusion.</p> <p><b>Accompanying</b>  <b>ELA.3.F.1.4:</b> Read grade-level texts with accuracy, automaticity and appropriate prosody or expression.</p> <p><b>ELA Expectations</b>  <b>ELA.K12.EE.1.1:</b> Cite evidence to explain and justify reasoning.  <b>ELA.K12.EE.3.1:</b> Make inferences to support comprehension.  <b>ELA.K12.EE.4.1:</b> Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>ELA.K12.EE.5.1:</b> Use the accepted rules governing a specific format to create quality work.</p>





## Close Examination

Skim read to get  
an initial  
impression of  
the lesson.

Highlight or  
underline  
evidence of  
criteria  
elements within  
the lesson.

Check the boxes  
on the criteria  
that apply.

Is there  
anything else  
you would add  
to the lesson?





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# Reflection





## Quick Recap

Take a few minutes to reflect on your learning during this session. We have discussed:

- The six ELA Expectations are designed to enhance quality instruction;
- Understanding how the stacked benchmarks, clarifications and appendices all work together;
- The power of vertical progression within the benchmarks;
- The importance of systematic, explicit, scaffolded and differentiated instruction; and
- The power in examining a lesson.



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## Table Talk and Share Out

Where do you see opportunity for possible training and support within your district/school?



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**See you for Session 2!**

